

Content: P.E.	Grade/Course: 5th	Length: Three class periods Timeline: 30 minutes
<p>Standard(s):</p> <p>5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball).</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.</p>		
<p>Lesson Overview: This lesson will reinforce the skills of volleyball.</p> <p>Driving Question: How may volleyball play an important part in ones’ daily life?</p>	<p>Lesson Objective(s): In this lesson, students will be able to develop</p> <ul style="list-style-type: none"> • the knowledge and understanding of the sport of volleyball. • the skills of volleyball and apply them in a game. <p>Students will be able to perform</p> <ul style="list-style-type: none"> • warm ups and cool down • various locomotor and nonlocomotor exercises <p>Objectives have a criteria of 80% mastery.</p>	
<p>Vocabulary: Passing, Ready position, Shuffle, Passing Midline, stop and balance,</p>	<p>Focus Question(s): How may volleyball play an important part in ones’ daily life?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: The students will be able to learn the basics of passing, serving, and setting. The first clip, The Basics of Volleyball – Passing will give you a step by step demonstration of the proper way of passing a ball.</p> <p>The Basics of Volleyball – Passing (Find the title in Youtube)</p> <p>Procedure: Then, discuss the points covered in the video: The ready position, shuffle (shuffler and roller), passing in the midline, stop and balance, and pass and hold. Pair up the students and have them do the steps of passing as performed in the clip.</p> <p>Anticipatory Set: The next video will demonstrate how students can make continuous passes. Beginner Volleyball Passing Drill: Pass and Go (Youtube).</p>
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Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

Anticipatory Set:

The next video will demonstrate how students can make continuous passes with multiple players: Beginning Volleyball Passing Drill: Ladder Passing (Youtube).

Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

When outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

Upon completion of the activity, have the students **cool down**. Have the students do a five minute of slow walking so that the heart rate slows down.

Guided Practice: Have students complete **Playing Volleyball Crossword Puzzle**

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Test

Note taking

Participation

Practice Sheet

Exit Ticket

Closure:

After the last “cool down”, walk over and hand them an Exit Ticket, How may volleyball play an important part in ones’ daily life? (Answers may vary.)

Independent Practice: The student may demonstrate the skill to the ones in need of reinforcement.
Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.
Resources (Textbooks and Supplemental): Youtube – The Basics of Volleyball – Passing, Beginner Volleyball Passing Drill: Pass and Go, Beginning Volleyball Passing Drill: Ladder Passing
Playing Volley and Crossword Puzzle, Teacher-made test, Exit ticket, and pencil
Reflection

The Volleyball Skills Test

Name:

Partner's Name:

Types of Skills	Day 1	Day 2	Average (Total/2)
	Date:	Date:	
Passing			
Serving			
Setting			

P.E. Test Volleyball

Name:

Date:

A. Fill in the Blank

1895
basketball
six

Volleyball
handball
baseball

tennis
six

_____ is one of the world's most popular sports and is played by more than 800 million people on the planet at least once a week. The game of volleyball was invented in _____ by William G.

Morgan, a teacher at a YMCA in Holyoke, Massachusetts. He combined parts of _____,

_____ and _____ to create a new game to be played indoors by people who wanted less physical contact than basketball. Morgan borrowed the net from tennis and raised it _____ feet, _____ inches above the floor, a little higher than an average man's head.

B. Match the following definitions to the appropriate word:

- | | |
|--|------------|
| 1. When a player makes a save from a very difficult spike. | A. Kill |
| 2. When a player jumps above the height of the net and blocks the ball. | B. Ace |
| 3. When the team that served the ball makes a mistake, causing the ball to go to the other team. | C. Dig |
| 4. When the ball is served to the other team and no one touches it. | D. Roof |
| 5. When a team spikes the ball and it ends in either a point or a sideout. | E. Sideout |

C. Student Reflection:

5. What did you like about playing volleyball? What didn't you like? Explain.

P.E. Test (Answer key)
Volleyball

Name:

Date:

A. Fill in the Blank

1895
basketball
six

Volleyball
handball
baseball

tennis
six

Volleyball is one of the world's most popular sports and is played by more than 800 million people on the planet at least once a week. The game of volleyball was invented in 1895 by William G.Morgan, a teacher at a YMCA in Holyoke, Massachusetts. He combined parts of tennis, baseball, basketball and handball to create a new game to be played indoors by people who wanted less physical contact than basketball. Morgan borrowed the net from tennis and raised it six feet, six inches above the floor, a little higher than an average man's head.

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| 1. When a player makes a save from a very difficult spike. (C)Dig | A. Kill |
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| 3. When the team that served the ball makes a mistake, causing the ball to go to the other team. (E) <u>Sideout</u> | C. Dig |
| 4. When the ball is served to the other team and no one touches it. (B) <u>Ace</u> | D. Roof |
| 5. When a team spikes the ball and it ends in either a point or a sideout. (A) Kill | E. Sideout |

C. Student Reflection:

5. What did you like about playing volleyball? What didn't you like? Explain.
(Answers vary)

Content: P.E.	Grade/Course: 5th	Length: Three class periods Timeline: 30 minutes
<p>Standard(s): 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball).</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.</p>		
<p>Lesson Overview: This lesson will reinforce the skills of volleyball.</p> <p>Driving Question: How may volleyball play an important part in ones’ daily life?</p>	<p>Lesson Objective(s): In this lesson, students will be able to develop</p> <ul style="list-style-type: none"> • the knowledge and understanding of the sport of volleyball. • the skills of volleyball and apply them in a game. <p>Students will be able to perform</p> <ul style="list-style-type: none"> • warm ups and cool down • various locomotor and nonlocomotor exercises <p>Objectives have a criteria of 80% mastery.</p>	
<p>Vocabulary: Passing, Ready position, Shuffle, Passing Midline, stop and balance,</p>	<p>Focus Question(s): How may volleyball play an important part in ones’ daily life?</p>	

<p>Description of Lesson (Including Instructional Strategies): Anticipatory Set: The students will be able to learn the basics of passing, serving, and setting. The first clip, The Basics of Volleyball – Passing will give you a step by step demonstration of the proper way of passing a ball.</p> <p>The Basics of Volleyball – Passing (Find the title in Youtube)</p> <p>Procedure: Then, discuss the points covered in the video: The ready position, shuffle (shuffler and roller), passing in the midline, stop and balance, and pass and hold. Pair up the students and have them do the steps of passing as performed in the clip.</p> <p>Anticipatory Set: The next video will demonstrate how students can make continuous passes. Beginner Volleyball Passing Drill: Pass and Go (Youtube).</p>

Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

Anticipatory Set:

The next video will demonstrate how students can make continuous passes with multiple players: Beginning Volleyball Passing Drill: Ladder Passing (Youtube).

Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

When outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

Upon completion of the activity, have the students **cool down**. Have the students do a five minute of slow walking so that the heart rate slows down.

Guided Practice: Have students complete **Playing Volleyball Crossword Puzzle**

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Test

Note taking

Participation

Practice Sheet

Exit Ticket

Closure:

After the last “cool down”, walk over and hand them an Exit Ticket, How may volleyball play an important part in ones’ daily life? (Answers may vary.)

Independent Practice: The student may demonstrate the skill to the ones in need of reinforcement.
Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.
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Playing Volley and Crossword Puzzle, Teacher-made test, Exit ticket, and pencil
Reflection

The Volleyball Skills Test

Name:

Partner's Name:

Types of Skills	Day 1	Day 2	Average (Total/2)
	Date:	Date:	
Passing			
Serving			
Setting			

P.E. Test Volleyball

Name:

Date:

A. Fill in the Blank

1895
basketball
six

Volleyball
handball
baseball

tennis
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_____ and _____ to create a new game to be played indoors by people who wanted less physical contact than basketball. Morgan borrowed the net from tennis and raised it _____ feet, _____ inches above the floor, a little higher than an average man's head.

B. Match the following definitions to the appropriate word:

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| 5. When a team spikes the ball and it ends in either a point or a sideout. | E. Sideout |

C. Student Reflection:

5. What did you like about playing volleyball? What didn't you like? Explain.

P.E. Test (Answer key)
Volleyball

Name:

Date:

A. Fill in the Blank

1895
basketball
six

Volleyball
handball
baseball

tennis
six

Volleyball is one of the world's most popular sports and is played by more than 800 million people on the planet at least once a week. The game of volleyball was invented in 1895 by William G.Morgan, a teacher at a YMCA in Holyoke, Massachusetts. He combined parts of tennis, baseball, basketball and handball to create a new game to be played indoors by people who wanted less physical contact than basketball. Morgan borrowed the net from tennis and raised it six feet, six inches above the floor, a little higher than an average man's head.

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C. Student Reflection:

5. What did you like about playing volleyball? What didn't you like? Explain.
(Answers vary)

Guam District Level Lesson Plan		Quarter 1
Content: P.E.	Grade/Course: 5th	Length: Two class periods Timeline: 30 minutes
Standard(s): 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine). 5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball). 5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.		
Lesson Overview: This lesson will introduce the students to the game of soccer. Driving Question: How may soccer play an important part in ones' daily life?		Lesson Objective(s): In this lesson, students will be able to develop <ul style="list-style-type: none"> • the knowledge and understanding of the sport of soccer. • the skills of soccer and apply them in a game. Students will be able to perform <ul style="list-style-type: none"> • warm ups and cool down • various locomotor and nonlocomotor exercises Students will increase through time the number of nonlocomotor exercises. Objectives have a criteria of 80% mastery.
Vocabulary: ace, sideout, roof, dig, kill, passing, setting, bunting, offense, defense, serve, and block		Focus Question(s): How may soccer play an important part in ones' daily life?
Description of Lesson (Including Instructional Strategies):		

Anticipatory Set:
 In the classroom, read aloud a short story (see attachment). Discuss what will happen if you had a game of soccer during recess and P.E, would you participate? What would you expect to do when you play soccer?

Introduce the sport of soccer by letting them know that for this quarter we will be learning about this sport. Use some of the information attached (playing soccer). You, the teacher, can actually highlight the blue shaded word to open to other links by right clicking and go to open hyperlink.

Procedure: <https://youtu.be/M18UNJDspO4>

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

You can use one of the drills presented in the above websites.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Day 2: Write the following vocabulary words: Introduce the vocabulary words. Define and let the students know that they will be given a quiz on the terms.

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

You can use one of the drills presented in the above websites.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Guided Practice:

Pair up the students so that they can help strengthen some of skills like bunting, spiking, and serving.

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Record

Note taking

Participation

Closure:

A friendly competition amongst the six classes.

Independent Practice:

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.

Resources (Textbooks and Supplemental): <http://www.cleanvideosearch.com/media/action/yt/watch?v=9n-5YVhrY34>
<https://www.youtube.com/watch?v=sGYFhCl1oX8>
<http://www.volleyballadvisors.com/volleyball-skills.html>

Play Volleyball handout; Volleyball Skills handout

Reflection

Volleyball Skills Record

Name:

Partner's Name:

Types of Skills	Day 1 (# performed)	Day 2 (# Performed)	Average (Total/2)
Bunting			
Setting			
Blocking			
Serving			
Passing			
*Ace (Extra Points)			

Guam District Level Lesson Plan		Quarter 1
Content: P.E.	Grade/Course: 5th	Length: Two class periods Timeline: 30 minutes
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Lesson Overview: This lesson will introduce the students to the game of soccer. Driving Question: How may drills improve my game performance.		Lesson Objective(s): In this lesson, students will be able to develop <ul style="list-style-type: none"> • the knowledge and understanding of the sport of soccer. • the skills of soccer and apply them in a game. Students will be able to perform <ul style="list-style-type: none"> • warm ups and cool down • various drills Students will increase through time the number of nonlocomotor exercises. Objectives have a criteria of 80% mastery.
Vocabulary: Corner kick, Throw in, Penalty kick		Focus Question(s): How may soccer play an important part in ones' daily life?

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

In the classroom, read aloud a short story (see attachment). Discuss what will happen if you had a game of soccer during recess and P.E, would you participate? What would you expect to do when you play soccer?

Introduce the sport of soccer by letting them know that for this quarter we will be learning about this sport. Use some of the information attached (playing soccer). You, the teacher, can actually highlight the blue shaded word to open to other links by right clicking and go to open hyperlink.

Procedure: <https://youtu.be/M18UNJDspO4>

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

You can use one of the drills presented in the above websites.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Day 2: Write the following vocabulary words: Introduce the vocabulary words. Define and let the students know that they will be given a quiz on the terms.

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Guided Practice:

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Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Record

Note taking

Participation

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Play Volleyball handout; Volleyball Skills handout

Reflection

Volleyball Skills Record

Name:

Partner's Name:

Types of Skills	Day 1 (# performed)	Day 2 (# Performed)	Average (Total/2)
Bunting			
Setting			
Blocking			
Serving			
Passing			
*Ace (Extra Points)			

Guam District Level Lesson Plan		Quarter 1
Content: P.E.	Grade/Course: 5th	Length: Two class periods Timeline: 30 minutes
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Lesson Overview: This lesson will introduce the students to the game of soccer. Driving Question: How may drills improve my game performance.		Lesson Objective(s): In this lesson, students will be able to develop <ul style="list-style-type: none"> • the knowledge and understanding of the sport of soccer. • the skills of soccer and apply them in a game. Students will be able to perform <ul style="list-style-type: none"> • warm ups and cool down • various drills Students will increase through time the number of nonlocomotor exercises. Objectives have a criteria of 80% mastery.
Vocabulary: Corner kick, Throw in, Penalty kick		Focus Question(s): How may soccer play an important part in ones' daily life?
Description of Lesson (Including Instructional Strategies):		

Anticipatory Set:
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You can use one of the drills presented in the above websites.

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Day 2: Write the following vocabulary words: Introduce the vocabulary words. Define and let the students know that they will be given a quiz on the terms.

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Note taking

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Play Volleyball handout; Volleyball Skills handout

Reflection

Volleyball Skills Record

Name:

Partner's Name:

Types of Skills	Day 1 (# performed)	Day 2 (# Performed)	Average (Total/2)
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<p>Lesson Overview: This lesson will improve the soccer skills of students by exposing them to movement specific drills</p> <p>Driving Question: How may drills improve my game performance.</p>	<p>Lesson Objective(s): In this lesson, students will be able to develop</p> <ul style="list-style-type: none"> • the knowledge and understanding of the sport of soccer. • the skills of soccer and apply them in a game. • gross motor skills associated with soccer. <p>Students will be able to perform</p> <ul style="list-style-type: none"> • warm ups and cool down • various drills <p>Students will increase through time the number of nonlocomotor exercises.</p> <p>Objectives have a criteria of 80% mastery.</p>	
<p>Vocabulary: Corner kick, Throw in, Penalty kick</p>	<p>Focus Question(s): How may soccer play an important part in ones' daily life?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

In the classroom, read aloud a short story (see attachment). Discuss what will happen if you had a game of soccer during recess and P.E, would you participate? What would you expect to do when you play soccer?

Introduce the sport of soccer by letting them know that for this quarter we will be learning about this sport. Use some of the information attached (playing soccer). You, the teacher, can actually highlight the blue shaded word to open to other links by right clicking and go to open hyperlink.

Procedure: <https://youtu.be/M18UNJDsp04>

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

You can use one of the drills presented in the above websites.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Day 2: Write the following vocabulary words: Introduce the vocabulary words. Define and let the students know that they will be given a quiz on the terms.

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

You can use one of the drills presented in the above websites.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Guided Practice:

Pair up the students so that they can help strengthen some of skills like bunting, spiking, and serving.

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Record

Note taking

Participation

Closure:

A friendly competition amongst the six classes.

Independent Practice:

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.

Resources (Textbooks and

Supplemental): <http://www.cleanvideosearch.com/media/action/vt/watch?v=9n-5YVhrY34>

<https://www.youtube.com/watch?v=sGYFhCl1oX8>

<http://www.volleyballadvisors.com/volleyball-skills.html>

Play Volleyball handout; Volleyball Skills handout

Reflection

Volleyball Skills Record

Name:

Partner's Name:

Types of Skills	Day 1 (# performed)	Day 2 (# Performed)	Average (Total/2)
Bunting			
Setting			
Blocking			
Serving			
Passing			
*Ace (Extra Points)			

Content: P.E.	Grade/Course: 5th	Length: Two class periods Timeline: 30 minutes
<p>Standard(s):</p> <p>5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine).</p> <p>5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball).</p> <p>5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.</p>		
<p>Lesson Overview: This lesson will improve the soccer skills of students by exposing them to movement specific drills</p> <p>Driving Question: How may drills improve my game performance.</p>	<p>Lesson Objective(s): In this lesson, students will be able to develop</p> <ul style="list-style-type: none"> • the knowledge and understanding of the sport of soccer. • the skills of soccer and apply them in a game. • gross motor skills associated with soccer. <p>Students will be able to perform</p> <ul style="list-style-type: none"> • warm ups and cool down • various drills <p>Students will increase through time the number of nonlocomotor exercises.</p> <p>Objectives have a criteria of 80% mastery.</p>	
<p>Vocabulary: Corner kick, Throw in, Penalty kick</p>	<p>Focus Question(s): How may soccer play an important part in ones' daily life?</p>	

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

In the classroom, read aloud a short story (see attachment). Discuss what will happen if you had a game of soccer during recess and P.E, would you participate? What would you expect to do when you play soccer?

Introduce the sport of soccer by letting them know that for this quarter we will be learning about this sport. Use some of the information attached (playing soccer). You, the teacher, can actually highlight the blue shaded word to open to other links by right clicking and go to open hyperlink.

Procedure: <https://youtu.be/M18UNJDsp04>

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

You can use one of the drills presented in the above websites.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Day 2: Write the following vocabulary words: Introduce the vocabulary words. Define and let the students know that they will be given a quiz on the terms.

Outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

You can use one of the drills presented in the above websites.

Upon completion of the drill, have the students **cool down**. Have the students do five to ten minutes of slow walking so that the heart rate slows down. It helps the blood from the legs to return to the heart.

Guided Practice:

Pair up the students so that they can help strengthen some of skills like bunting, spiking, and serving.

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Record

Note taking

Participation

Closure:

A friendly competition amongst the six classes.

Independent Practice:

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.

Resources (Textbooks and

Supplemental): <http://www.cleanvideosearch.com/media/action/vt/watch?v=9n-5YVhrY34>

<https://www.youtube.com/watch?v=sGYFhCl1oX8>

<http://www.volleyballadvisors.com/volleyball-skills.html>

Play Volleyball handout; Volleyball Skills handout

Reflection

Volleyball Skills Record

Name:

Partner's Name:

Types of Skills	Day 1 (# performed)	Day 2 (# Performed)	Average (Total/2)
Bunting			
Setting			
Blocking			
Serving			
Passing			
*Ace (Extra Points)			

Content: Health (Red Ribbon)	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS: 5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS: 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
Lesson Overview: The focus of this lesson is to be able to successfully learn and reflect about drug prevention.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Explain what it means to respect yourself and be drug free • 	
Vocabulary:	Focus Question(s): What does it mean to be drug free?	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: KWL - Teacher will post up a KWL Chart Sheet on the board and divide students into pairs and will be given 3 post its to list what they know (K), what they want to know (W) and what they learned (L). Teacher will ask, "What are some short and long term effects of drug abuse?"</p> <p><u>DAY 1</u> - Teacher will have students partner up and discuss their thoughts on drug abuse. The students will share their ideas and write a short narrative on what can happen if people abuse drugs versus people who avoid drug influence. -</p> <p><u>DAY2</u> - Have students recite Drug-Free Pledge I PLEDGE ALLEGIANCE TO MYSELF AND WHO I WANT TO BE, 'CAUSE I CAN MAKE MY DREAMS COME TRUE, IF I BELIEVE IN ME. I PLEDGE TO STAY IN SCHOOL AND LEARN THE THINGS I NEED TO KNOW, TO MAKE THE WORLD A BETTER PLACE FOR KIDS LIKE ME TO GROW. I PLEDGE TO KEEP MY DREAMS ALIVE AND BE ALL I CAN BE. I KNOW I CAN, AND THAT'S BECAUSE, I PLEDGE TO STAY DRUG FREE! - Have students interpret what the pledge means to them and create a poster depicting their interpretations. Students may also create a short skit on what it means to be drug free.</p> <p><u>DAY 3</u> - Presentations - Students will present posters to class -</p> <p><u>Closure</u> Teacher will ask random students at the end of the lesson how they think the events in Early America have shaped life in modern times.</p> <p>Guided Practice - Oral Questioning - Graphic Organizers</p> <p>Formative Assessments - Cues and Questions - KWL Chart - Reflection Time</p> <p>Accommodations/Modifications - One-to-One , Simplified Directions, Peer Tutoring</p>
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Content: Health (Red Ribbon)	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS: 5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS: 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
Lesson Overview: The focus of this lesson is to be able to successfully learn and reflect about drug prevention.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Explain what it means to respect yourself and be drug free • 	
Vocabulary:	Focus Question(s): What does it mean to be drug free?	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: KWL - Teacher will post up a KWL Chart Sheet on the board and divide students into pairs and will be given 3 post its to list what they know (K), what they want to know (W) and what they learned (L). Teacher will ask, "What are some short and long term effects of drug abuse?"</p> <p><u>DAY 1</u> - Teacher will have students partner up and discuss their thoughts on drug abuse. The students will share their ideas and write a short narrative on what can happen if people abuse drugs versus people who avoid drug influence. -</p> <p><u>DAY2</u> - Have students recite Drug-Free Pledge I PLEDGE ALLEGIANCE TO MYSELF AND WHO I WANT TO BE, 'CAUSE I CAN MAKE MY DREAMS COME TRUE, IF I BELIEVE IN ME. I PLEDGE TO STAY IN SCHOOL AND LEARN THE THINGS I NEED TO KNOW, TO MAKE THE WORLD A BETTER PLACE FOR KIDS LIKE ME TO GROW. I PLEDGE TO KEEP MY DREAMS ALIVE AND BE ALL I CAN BE. I KNOW I CAN, AND THAT'S BECAUSE, I PLEDGE TO STAY DRUG FREE! - Have students interpret what the pledge means to them and create a poster depicting their interpretations. Students may also create a short skit on what it means to be drug free.</p> <p><u>DAY 3</u> - Presentations - Students will present posters to class -</p> <p><u>Closure</u> Teacher will ask random students at the end of the lesson how they think the events in Early America have shaped life in modern times.</p> <p>Guided Practice - Oral Questioning - Graphic Organizers</p> <p>Formative Assessments - Cues and Questions - KWL Chart - Reflection Time</p> <p>Accommodations/Modifications - One-to-One , Simplified Directions, Peer Tutoring</p>
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Guam District Level Lesson Plan #4		Quarter 2
Content: P.E.	Grade/Course: 5th	Length: Three class periods Timeline: 30 minutes
Standard(s): 5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills. EXAMPLE(S): Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts, tumbling routine). 5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and lead-up activities (i.e., mini-games applying several skills). EXAMPLE(S): Engage in lead-up activities requiring manipulative skills (e.g., small-sided soccer game with no goalies, three versus three floor hockey or basketball). 5.3.1 Participate in health-enhancing physical activity. EXAMPLE(S): Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.		
Lesson Overview: This lesson will reinforce the skills of volleyball.		Lesson Objective(s): In this lesson, students will be able to develop
Driving Question: How may volleyball play an important part in ones' daily life?		<ul style="list-style-type: none"> • the knowledge and understanding of the sport of volleyball. • the skills of volleyball and apply them in a game. Students will be able to perform • warm ups and cool down • various locomotor and nonlocomotor exercises Objectives have a criteria of 80% mastery.
Vocabulary: Passing, Ready position, Shuffle, Passing Midline, stop and balance.		Focus Question(s): How may volleyball play an important part in ones' daily life?

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:

The students will be able to learn the basics of passing, serving, and setting. The first clip, The Basics of Volleyball – Passing will give you a step by step demonstration of the proper way of passing a ball.

The Basics of Volleyball – Passing (Find the title in Youtube)

Procedure:

Then, discuss the points covered in the video: The ready position, shuffle (shuffler and roller), passing in the midline, stop and balance, and pass and hold. Pair up the students and have them do the steps of passing as performed in the clip.

Anticipatory Set:

The next video will demonstrate how students can make continuous passes. Beginner Volleyball Passing Drill: Pass and Go (Youtube).

Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

Anticipatory Set:

The next video will demonstrate how students can make continuous passes with multiple players: Beginning Volleyball Passing Drill: Ladder Passing (Youtube).

Procedure:

Discuss some of the things they saw in the video, which are important to the skills of passing. Provide some guidance such as did they see the ready position, the shuffle, the passing in the midline, the stop and balance, and the pass and hold?

Pair up the students and have them perform the passes. Have them also count how many successful passes they made without the ball touching the ground.

When outside, the teacher will let the students know that before any rigorous exercise, you would need to **warm up**. Do slow muscles stretches to get your muscles ready to do more work. This could range from one to five minutes.

Upon completion of the activity, have the students **cool down**. Have the students do a five minute of slow walking so that the heart rate slows down.

Guided Practice: Have students complete **Playing Volleyball Crossword Puzzle**

Formative Assessment:

Teacher-made Test

Evaluation:

Teacher-made Test

Volleyball Skills Test

Note taking

Participation

Practice Sheet

Exit Ticket

Closure:

After the last “cool down”, walk over and hand them an Exit Ticket, How may volleyball play an important part in ones’ daily life? (Answers may vary.)

Independent Practice: The student may demonstrate the skill to the ones in need of reinforcement.

Accommodations/ Modifications: Students with certain disability, view as per IEP. Partners, teacher guidance will help ESL students or low performers.

Resources (Textbooks and Supplemental):

Youtube – The Basics of Volleyball – Passing, Beginner Volleyball Passing Drill: Pass and Go, Beginning Volleyball Passing Drill: Ladder Passing

Playing Volley and Crossword Puzzle, Teacher-made test, Exit ticket, and pencil

Reflection

The Volleyball Skills Test

Name:

Partner’s Name:

Types of Skills	Day 1	Day 2	Average (Total/2)
	Date:	Date:	
Passing			
Serving			
Setting			

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**P.E. Test
Volleyball**

Name:

Date:

A. Fill in the Blank

1895
basketball
six

Volleyball
handball
baseball

tennis
six

_____ is one of the world's **most popular** sports and is played by more than 800 million people on the planet at least once a week. The game of volleyball was invented in _____ by **William G.**

Morgan, a teacher at a YMCA in Holyoke, Massachusetts. He combined parts of _____, _____,

_____ and _____ to create a new game to be played indoors by people who wanted less physical contact than basketball. Morgan borrowed the net from tennis and **raised it** _____ feet, _____ inches above the floor, a little higher than an average man's head.

B. Match the following definitions to the appropriate word:

- | | |
|--|------------|
| 1. When a player makes a save from a very difficult spike. | A. Kill |
| 2. When a player jumps above the height of the net and blocks the ball. | B. Ace |
| 3. When the team that served the ball makes a mistake, causing the ball to go to the other team. | C. Dig |
| 4. When the ball is served to the other team and no one touches it. | D. Roof |
| 5. When a team spikes the ball and it ends in either a point or a sideout. | E. Sideout |

C. Student Reflection:

5. What did you like about playing volleyball? What didn't you like? Explain.

P.E. Test (Answer key)
Volleyball

Name:

Date:

A. Fill in the Blank

1895	Volleyball	tennis
basketball	handball	six
six	baseball	

Volleyball is one of the world's **most popular** sports and is played by more than 800 million people on the planet at least once a week. The game of volleyball was invented in 1895 by **William G.Morgan**, a teacher at a YMCA in Holyoke, Massachusetts. He combined parts of **tennis**, baseball, basketball and **handball** to create a new game to be played indoors by people who wanted less physical contact than basketball. Morgan borrowed the net from tennis and **raised it** six feet, six inches above the floor, a little higher than an average man's head.

B. Match the following definitions to the appropriate word:

- | | |
|--|------------|
| 1. When a player makes a save from a very difficult spike. (C)Dig | A. Kill |
| 2. When a player jumps above the height of the net and blocks the ball. (D) Roof | B. Ace |
| 3. When the team that served the ball makes a mistake, causing the ball to go to the other team. (E) Sideout | C. Dig |
| 4. When the ball is served to the other team and no one touches it. (B) Ace | D. Roof |
| 5. When a team spikes the ball and it ends in either a point or a sideout. (A) Kill | E. Sideout |

C. Student Reflection:

5. What did you like about playing volleyball? What didn't you like? Explain.
(Answers vary)

